



INNOVATION FOR A HEALTHIER PLANET

Report on the Status of Assessment & Quality of Educational Effectiveness at the University, For the 2018-2019 Academic Year

Submitted Fall 2019



Prepared by: Jennifer Mandel, Ph.D., Associate Director of Assessment, Office of the Provost

With input from the University Assessment Committee: Kelly Duarte, Marc Ebenfield, Maria Goodwin, Amy Keirstead, Nicole Kimmes, Wallace Marsh, Adrienne McAuley, Linda Morrison, Richard Parent, Barbara Swartzlander, Sally McCormack Tutt, and Barbara Winterson

And ex officio members: Joshua W. Hamilton, Provost and Senior Vice President for Academic Affairs, and Michael R. Sheldon, Associate Provost for Academic Affairs

TABLE OF CONTENTS

Report

I. Introduction.....	1
II. Follow-Up on Last Year’s Recommendations.....	1
III. Findings from the AY 2018-19 Assessment Reports.....	4
1. Observations.....	4
2. Requests Carried Over from the Last Years.....	7
IV. Final Recommendations.....	8

Appendices

A. Colleges’ and Divisions’ Assessment Activities, AY 2018-19.....	10
B. Tables of Assessment Data.....	20
C. Update on Three-Year New Program Reviews and Periodic Program Reviews.....	23

I. Introduction

In this fifth annual *Report on the Status of Assessment & Quality of Educational Effectiveness at the University*, the [University Assessment Committee](#) (UAC) commends the commitment of academic programs, co-curricular units, colleges, and divisions to assess and advance student learning at the University. The institution-wide assessment cycle has become embedded into the regular workings of the University, and it has moved into a more mature position. We now have four years of consistent data from the annual assessment reports to make informed decisions on student learning needs across the University.

Highlights from this year include:

- 1) the Office of the Provost's reconfiguration of the Office of Assessment's budget to include support for faculty development and educational outreach;
- 2) new UAC representatives from the College of Arts and Sciences (CAS), Division of Student Affairs, and Office of Institutional Research and Data Analytics (IR), and beginning in the Fall 2019, from the College of Dental Medicine (CDM), Westbrook College of Health Professions (WCHP), and Center for Excellence in Teaching and Learning (CETL); and
- 3) an increase in the number of submitted annual reports.

Of the 57 submitted program assessment reports this year, the UAC has synthesized the findings from 46 of them for discussion here, two more than last year and four more than the prior year. (As in previous years, the CAS Core Summary report is included in the data to represent the 11 CAS Core Area reports.) The UAC also received 14 student support services assessment reports this year, five more than last year and seven more than the previous year (Appendix II, Table 1). The continual annual increase in reports submitted, as new academic programs and more co-curricular units launch their assessment processes, reinforces UNE's continual commitment to educational effectiveness.

II. Follow-up on Last Year's Recommendations

Based on last year's data and the discussions surrounding the UAC's AY 2017-18 [report](#), the UAC undertook the following goals it set for itself:

- 1.1. Support and collaborate with more university-wide, student-facing, and supporting units to define co-curricular learning outcomes and assess student learning and programmatic effectiveness.

Actions Taken: (a) The Assistant Dean of Students reorganized assessment in the Division of Student Affairs and brought more units into the process. "The major strength to report this year," the Student Affairs division report explains, "is a significant increase of units and programs participating in the annual student learning assessment process." (b) The Associate Provost for Student Success asked his reporting units (Career Services, Registrar, Student Academic Success Center, First Year Experience, Academic Advising, Navigate, and Welcome and Solutions Desks) to establish their own processes. (c) The Associate Director of Assessment worked with the student success group. She and UAC members also met with

the Division of Athletics and the WCHP Service Learning program to establish their student learning outcomes. She will continue to support the co-curricular units through the ensuing years (Final Recommendation 1.1).

- 1.2. Refine the Assessment web pages, under the Provost's web page, and consider adding more assessment resources for University programs, units, divisions, and colleges to draw on and further develop their assessment processes.

Actions Taken: (a) In late 2018, the Associate Director of Assessment collaborated with the Office of Communications to create [web pages](#) with graphics and resources that pull together the interrelated university-wide assessment processes of annual reporting and periodic program review. (b) The UAC has also begun creating an assessment resource with examples to support academic programs and co-curricular units as they complete their annual assessment reports (Final Recommendation 1.2).

- 1.3. To better articulate the connection between the annual program assessment report and the periodic internal program review, the UAC will consider changing the deadline for checking in with programs about their action items/strategic plan that derived from their internal program review from October to June 15 of each year.

Actions Taken: The UAC decided to keep these processes separate and at the established deadlines of October and June 15. Providing updates on the action items from program review and completing an annual assessment report require time that can be difficult for programs to find in the same month.

In last year's report, the UAC also made four recommendations to the University that were addressed in the following ways:

- 2.1. The UAC recommends the University continue to increase the collection of alumni data.

Actions Taken: (a) IR has now collected three years of data for all undergraduate and physical therapy alumni and surveyed other WCHP graduate programs' alumni upon request, and it will continue to survey graduates in those cohorts. (b) IR and the Office of Institutional Advancement (IA) have been discussing surveying alumni 5-10 years post-graduation. (c) IR, IA, and the Office of the Provost have joined forces to get information on professional licensures in the state of Maine for UNE graduates using a third-party service that the College of Osteopathic Medicine (COM) sources to track licensures. (d) Some colleges and programs continue to collect their own alumni data, and have shared their findings with IR to help build a centralized outcomes database (Final Recommendation 2.1).

- 2.2. Evaluate the use of student surveys across the University and take steps to improve communication and coordination where possible.

Actions Taken: (a) Compared to prior years, fewer programs report using surveys as indirect measures. The number fell to 15 programs (33%) this year, compared to 16 programs (36%) last year and 17 programs (40%) two years ago (Appendix II, Table 2). Likewise, the number of co-curricular units reporting using surveys fell to 2 (14%) this year, compared to 4 (44%)

last year. It is important to note that all 14 reporting co-curricular units (100%) this year mention using direct measures for assessment. (b) Student Affairs has also decided to conduct the National Survey of Student Engagement (NSSE) biennially, rather than annually. To continue this trend in programs and co-curricular units, and avoid duplicating committees' efforts to reduce survey use, such as those in the Student Surveys Working Group and the Academic Technology Advisory Committee (ATAC), the UAC continues to make this a goal (Final Recommendation 2.2).

- 2.3. Continue to support UNE faculty, administrators, committees (such as the UAC), and offices (such as CETL and IR), and continue to support and/or hire assessment specialists, instructional designers, and external consultants, to provide necessary assistance in developing and strengthening assessment processes across the University. The University responded to the UAC's recommended focal points in the following ways.

- 2.3.1. While more faculty and professional staff participated in student learning assessment, several program and college reports note a need for more involvement.

Actions Taken: The CAS Dean's Office continued to support its Core Curriculum Assessment Coordinator (CCAC) and Core Area Coordinators (CACs). The CCAC, in consultation with the CAS Dean's Office and CACs, adopted a streamlined reporting process to remove silos and share the Core Areas' varied methods and findings with the entire college. As the Core Areas continue to collect and annually report on their data, they will also submit an executive summary and present their work every three years. At the CAS Core Assessment Workshop in August 2019, four Core Areas (English Composition, Social and Global Awareness, Citizenship, and Mathematics) commenced the new process by presenting to the college (see Appendix I, CAS's summary of assessment activities, for more information).

- 2.3.2. The UAC asks the University to provide more support for programs, student support services, colleges, and divisions in the collection and analysis of assessment data.

Actions Taken: (a) IR recently changed its name to the Office of Institutional Research and Data Analytics and hired a full-time Senior Data Analyst to collect, aggregate, and analyze large data sets to help make data-based decisions, support strategic planning, and provide central and technical assistance. (b) The College of Graduate and Professional Studies (CGPS) uses its own internal research and data analytics team. (c) The Office of the Provost reconfigured the Office of Assessment's budget to include support for faculty development and educational outreach and an assessment software license. The UAC, in consultation with the Provost's office, and taking suggestions from the University community, will decide on ways to best use the budget to support assessment.

- 2.4. Finally, consider the resource requests of 14 programs and 1 student support service for technology or software solutions to collect, aggregate, analyze, and store assessment data.

Actions Taken: (a) The UAC reviewed an assessment platform in April 2019, and then decided to table its search and discuss its next steps after the University implements a new learning management system (LMS), which might offer assessment tools. (b) ATAC has submitted for review a university-wide project charter for the survey management platform, Qualtrics.

III. Findings from the AY 2018-19 Assessment Reports

Now with four years of consistent data, the university-wide annual assessment process has moved into a more mature position that provides the University with findings to make informed, data-based decisions on student learning needs.

College and division assessment reports this year have taken notice. CAS applauds, “We are developing a robust culture of assessment...among our departments, interdisciplinary programs, and within our Core Curriculum.” WCHP commends, “Upon reflection of the assessment process over this past year, many programs noted growth with student, course, and program assessment through the development of rubrics, formal assessment committees and procedures, and additional solicitation of student feedback on learning needs.” Library Services highlights, its “staff have a number of assessment processes that are ongoing throughout the year.”

The UAC now seeks to drill into the data directly related to the extent to which students meet the learning outcomes to achieve a more nuanced understanding of student achievement.

1. Observations

The UAC commends programs and units for their transparency and forthrightness in reporting their assessment practices. Illustrative of their engagement in the advanced stage of the [assessment wheel](#), this year, most academic programs report revising courses, curriculum, and measures, and several co-curricular units report revising programs, services, and measures, in response to their assessment data, to improve student learning. Many programs and units report meeting some of their learning outcomes’ benchmarks and missing others, demonstrating uneven student achievement and programs’ and units’ efforts to accurately assess and report on learning.

The UAC encourages programs and units to continue to candidly report their areas of success and their areas needing improvement, and recommends they review their benchmarks and propose actions to take in the ensuing years for supporting and enhancing student learning.

a. Actions Taken to Improve Student Learning

Responses to all three questions on the program report form that ask about the actions programs have taken or will take, based on their assessment data, to improve student learning, indicate that a majority of programs have made as priorities revising courses, curriculum, or measures.

For the question on the actions programs have taken to improve student learning (Part I, question 1b), 31 programs (67%) report modifying courses or curriculum and 24 programs (52%) report revising measures. Regarding the actions programs will take to improve student learning based on their AY 2018-19 assessment data (Part II, question 5), 23 programs (50%) report modifying courses or curriculum and 22 programs (48%) report revising measures. For the question on the

challenges of their assessment process and the changes they plan to make (Part III, question 3), 15 programs (33%) mention reviewing their courses, curriculum, pedagogy, or measures.

Some college reports underscore those same accounts. CAS highlights its programs' responses of modifications to curriculum, pedagogy, and measures as some of the most significant assessment findings from this academic year. "Several departments and programs are planning changes to their curricula and/or pedagogy as 'closing the loop' activities," CAS explains. "Other departments will be revisiting and/or revising the tools and/or metrics used in assessment." The College of Pharmacy (COP) finds, "Students' performance in patient assessment skills and patient counseling have greatly improved in the new curriculum," and the college will better understand "the full effect" of those changes once the first cohort completes the new model.

The co-curricular units report similar responses. For the question on the actions units have taken to improve student learning (Part I, question 1b), 5 units (36%) report modifying their programs or services and 5 units (36%) report revising measures. Regarding the actions units will take to improve student learning based on their AY 2018-19 assessment data (Part II, question 5), 3 units (21%) report modifying programs or services and 5 units (36%) report revising measures. For the question on the challenges of their assessment process and the changes they plan to make (Part III, question 3), 7 units (50%) mention reviewing their programs, services, pedagogy, or measures.

Division reports also highlight similar efforts. Library Services used its assessment data to refine a "Library Lab assignment" that entails "evaluating scientific information" and "perfecting CSE citation style." In an effort "to raise the profile of assessment," Student Affairs explains, the division established an assessment committee, completed a National Association of Student Personnel Administrators (NASPA) P.R.A.C.T.I.C.E.S. self-assessment, and has made enhancing student learning assessment a strategic priority in its strategic plan. The division also acknowledges the need to implement more direct measures "that clearly demonstrate student learning in annual assessment reports in compelling ways."

b. Measuring Student Achievement and Establishing Benchmarks

For more than two years, the UAC has been grappling with the data that most directly reflect student learning achievement. Put another way, the UAC seeks to better understand the extent to which programs are meeting their student learning outcomes. Now that the UAC has consistently collected data on that question, it can drill into the findings.

For the question on programs' observed changes in student learning as a result of the actions they took from previous assessment data (Part I, question 1c), 35 programs (76%) report sustained or improved student engagement or achievement in one or more areas, compared to 32 programs (73%) last year. To the same question, 13 programs (28%) report uneven student achievement of outcomes in other areas, compared to 7 programs (16%) last year (Appendix II, Table 3).

For the question on programs' results of their AY 2018-19 assessment data on their learning outcomes (Part II, question 4), 43 programs (93%) report meeting or exceeding at least one of the goals or benchmarks of their learning outcomes, compared to 37 programs (84%) last year and 35 programs (83%) two years ago. To the same question, for these same programs, 50% of programs

report for all three years (23 this year, 22 last year, and 21 two years ago) that they missed at least one of their benchmarks (Appendix II, Table 4).

The co-curricular reports also had a high response rate of achieving student learning outcomes, as a result of the actions they took from previous assessment data. For the question on their observed changes in student learning as a result of the actions they took from previous assessment data (Part I, question 1c), 9 units (64%) report improved or sustained student engagement or achievement in one or more areas, compared to 7 units (78%) last year. To the same question, 3 units (21%) report uneven achievement in one or more areas, compared to 0 units last year.

The UAC celebrates programs and units meeting or exceeding their benchmarks, and recognizes the importance of challenging programs and units to enhance student learning. In its report last year, the UAC explained, “If the program meets its benchmark, it may want to consider raising the goal, without fear of facing punitive measures if that higher goal is not met. Conversely, if the program does not meet its benchmark, it may want to consider lowering it to an intermediate level and then incrementally increasing the goal as more students reach it.”

Several college reports this year also identify the need for examining benchmarks. COM explains, “We learned of gaps in medical students’ skills which presented the impetus to further refining our benchmarks and assessment strategies.” CDM writes, “We are still working to determine appropriate benchmarks for certain measures.” CGPS seeks to adopt “a robust course evaluation platform...that provides benchmark scores (either against a comparable national data or against local college or program data).” COP’s “assessment committee will be revising some of the targets and the actual metric to collect for some programmatic outcomes.” CAS also recognizes that, “Several Core areas identified the need to set more reasonable or meaningful benchmarks.” CAS finds that, “Guidance is needed with setting reasonable and quantifiable benchmarks.”

Now with another year of data, the UAC will drill into the findings. The committee will add questions on Part II of the AY 2019-20 program and student support services assessment report forms on data sample size and participation rate, and the stage in the program/unit when the measure was used to assess student learning (i.e. introduced learning outcome, reinforced learning outcome, or student expected to be proficient in learning outcome). A program or unit may see a higher percentage of students at the mastery stage meeting the learning outcomes, for example, compared to students at the introductory stage. The UAC will also add a question in Part III asking programs and units the key actions they plan to take in the next academic year, in response to their assessment data, to advance student learning (Final Recommendation 1.3).

Since some program- and unit-level reports have asked for guidance on setting benchmarks, the UAC will also finalize and distribute an assessment resource with examples to support academic programs and co-curricular units as they complete their annual assessment reports, and will discuss ways to offer more support on establishing benchmarks for student learning outcomes (Final Recommendations 1.2 and 1.4).

Moreover, amid the maturation of the institution-wide assessment process, and the UAC’s membership changes, the UAC plans to update its handbook, underlining its charge as a resource for assessment support (Final Recommendation 1.5).

2. Requests Carried Over from the Last Years

In the last four years, the majority of responses on the last question on the program and student support services report forms have fallen into the following four categories. On what assistance, guidance, and resources would be helpful to support assessment, most programs and units have asked for: (1) support for faculty and professional staff for teaching, learning, and/or assessment; (2) support from the expertise of instructional designers, tutors, assessment specialists, statistical consultants, external consultants, or librarians, for curriculum development and/or assessment; (3) support from internal personnel, including administrators, professional staff, CETL, and/or IR, on assessment; and (4) technology needs and/or support. This year, the data remain virtually unchanged from last year in the first two categories, and declined in the latter two (Appendix II, Table 5).

Programs continue to ask for support for full- and part-time faculty and professional staff for teaching, learning, and/or assessment. Data show that 10 programs (22%) this year, 10 programs (23%) last year, 10 programs (24%) two years ago, and 9 programs (23%) three years ago made the request. Of those responses, 2 programs made the request for four consecutive years, 2 programs for three years, and 7 programs for two years. Needs vary from financial support to faculty development to teaching, learning, and assessment assistance.

Second, programs continue to ask for support for personnel or to hire additional personnel, such as instructional designers, tutors, assessment specialists, statistical consultants, external consultants, or librarians, for curriculum development and/or assessment. Data show that 8 programs (17%) this year, 7 programs (16%) last year, 7 programs (17%) two years ago, and 7 programs (18%) four years ago made the request. Of those responses, 1 program made the request for four consecutive years, 2 programs for three years, and 5 programs for two years. (For the UAC's response to the first two categories, see Final Recommendation 2.3.)

In contrast, data from the third and fourth categories dipped this year. Data in the third category show fewer programs this year asking for support from administrators and professional staff, including CETL and IR, on assessment. Data show that 4 programs (9%) this year, 11 programs (25%) last year, 8 programs (19%) two years ago, and 11 programs (28%) three years ago requested support from internal personnel.

The search for a new CETL Director could provide one reason fewer programs made the request. The program and student support services assessment reports were due around the same time that the University concluded its search for a new director. WCHP, in its college report, reinforces this reason, anticipating its "Dean's Office and Program Directors will utilize the knowledge and skill of the CETL office to assist with the curricular and clinical improvements desired."

Data in the fourth category show the number of programs asking for new technologies and/or technological support to collect, aggregate, analyze, and store student learning assessment data has also declined this year. Data reveal 13 programs (28%) this year, 14 programs (32%) last year, 8 programs (19%) two years ago, and 6 programs (15%) three years ago asked for technology support.

The slight decrease could indicate that some programs have adopted software and/or are awaiting software implementation. CDM reports its adoption of Box, the cloud storage solution. “Now we can begin to revise our curriculum and explore new methods of assessment.” In addition to a course evaluation platform, CGPS seeks, “A modern LMS that allows for the aggregation, extraction, and reporting of granular student learning data.” CGPS also requests “a flexible eportfolio platform.” WCHP explains that its “Dean’s Office will work with the academic programs to utilize the new LMS, once it has been identified.”

Still, other colleges and divisions report the need for software. WCHP recognizes “the limitations of CourseEval and the desire to consider another tool such as IDEA.” COM explains, “We will need a digital platform that can acquire multiple assessments, and can interface with external systems.” CAS notes that several of its programs have “requested assistance with developing assessment instruments/software as well as help with statistical analysis and production of tables, graphs, etc.” Library Services also recognizes “an ongoing need to improve teaching, and promote efficient use, of vetted and reputable technology resources” (Final Recommendation 2.4).

IV. Final Recommendations

Based on the previous years’ data and recommendations, this year’s data, and the discussions surrounding the reports, the UAC will work on the following:

- 1.1. Continuing its efforts from the past two years, the UAC plans to support more university-wide, student-facing, and supporting units to define co-curricular learning outcomes and assess student learning and programmatic effectiveness. The UAC’s long-term goal includes bringing all student-facing units, including the Centers and Institutes, into student learning assessment and the university-wide assessment process.
- 1.2. Add more resources to the “Assessment Resources” web page, which is under the Provost’s web page, for University academic programs, co-curricular units, colleges, and divisions to draw on and further develop their assessment processes, including an assessment resource with examples to support academic programs and co-curricular units as they complete their annual assessment reports.
- 1.3. To better understand the extent to which programs and co-curricular units are meeting their student learning outcomes, the UAC will add questions to the AY 2019-20 annual assessment report forms. Part II will include questions on data sample size and participation rate, and the stage in the program/unit when the measure was used to assess student learning (i.e. introduced learning outcome, reinforced learning outcome, or student expected to be proficient in learning outcome). Part III will include an additional question that asks programs/units the key actions they plan to take in the next academic year, in response to their assessment data, to advance student learning.
- 1.4. Offer support to the University community on establishing benchmarks for student learning outcomes.

- 1.5. Amid the maturation of the institution-wide assessment process, and the UAC's membership changes, the UAC also plans to update its handbook, underlining its charge as a resource for assessment support.

The UAC also recommends the University address the following:

- 2.1. As in the last two years, the UAC recommends the University continue to increase the collection of alumni data. Programs can reach out individually to IR to assist in data collection as they have been doing in the past. But to build a more robust database in a centralized place, IR and other University offices need more University support to collect alumni data across colleges and campuses steadily every year. WCHP agrees, this year, that since "response rates of graduate and employer surveys were not as robust as desired...we will continue to strengthen the connection with IR to assist with increasing the survey response rates."
- 2.2. Evaluate the use of student surveys across the University and take steps to improve communication and coordination where possible. The administration of key surveys in AY 2019-20, including NSSE and the Rankin Campus Climate Survey, makes this recommendation particularly important. Moreover, to reduce the use of surveys, Students Affairs seeks "assistance with training for staff around determining and utilizing tools," other than surveys, "to best measure student learning."
- 2.3. Reassess University-, college-, and program-specific needs to provide necessary assistance in developing and strengthening assessment practices across the institution, taking into consideration CETL's expanded offerings for instructional design and curricular assessment and IR's new hire.
- 2.4. Investigate programs' resource requests for technology or software solutions to collect, aggregate, analyze, and store assessment data. While the pending adoption of a new LMS might mitigate some of the requests, the UAC recognizes that some programs and units continue to seek additional software tools.

APPENDIX A: COLLEGES' AND DIVISIONS' ASSESSMENT ACTIVITIES, AY 2018-19

✧ College of Arts and Sciences (CAS)

CAS has developed a robust and maturing culture of assessment among our departments, interdisciplinary programs, internships, and within our Core Curriculum. Under the leadership of Associate Dean Susan Gray, the CAS faculty have engaged in numerous assessment and “closing the loop” activities to support student learning in CAS. Following Associate Dean Gray’s retirement in January, Associate Dean Amy Keirstead assumed responsibility for assessment in CAS, including representation on the UAC. Associate Professor Linda Morrison continued to serve as the Core Curriculum Assessment Coordinator (CCAC), overseeing assessment of our general education (Core) curriculum. Associate Deans Gray and Keirstead met with each other and with CCAC Morrison several times to both facilitate the transition and to identify priorities related to assessment for the 2018-19 and 2019-20 academic years.

The CAS Dean’s Office continued funding general education assessment, and faculty in the roles of CCAC and Core Area Coordinators (CACs) headed this effort. The CACs led assessment efforts in each Core area: Environmental Awareness, Social and Global Awareness, Human Traditions, Explorations, English Composition, Laboratory Science, Critical Thinking, Advanced Studies, Mathematics, Creative Arts, and Citizenship. The CAS faculty met three times (August, January, and May) for assessment meetings broken out by Core area, with the agenda for each meeting determined by the specific needs of that area (e.g., setting benchmarks, determining assessment methods, analyzing data, and determining closing the loop activities).

The CCAC and CACs also met through the academic year and together developed a new, streamlined plan for Core assessment. This plan, which was supported by both the CAS Dean’s Office and the UAC, will see Core areas collect data and prepare an abbreviated assessment report each year while submitting a larger (full) report and executive summary every three years (with CACs committing to a three-year term for continuity). Rather than meeting as individual areas three times a year, the eleven areas will meet once a year in January to discuss the past year’s data and in May as needed to finalize the report. In September, the faculty will gather as a whole and receive a report-out of selected Core areas (i.e., those whose year it is to submit a full report). While streamlining assessment practices is a key objective of this new plan, one of the key outcomes will be to reduce silos and allow Core areas to engage with each other and all of the faculty to better learn about each other’s assessment practices and engage with the CAS Core Curriculum more holistically. Indeed, four Core areas (Social and Global Awareness, English Composition, Mathematics, and Citizenship) gave presentations to the CAS faculty in August 2019, sparking discussions about our curriculum and providing ideas for new assessment metrics and methods.

Associate Deans Gray and Keirstead and CCAC Morrison met with assessment leaders from major programs and Core areas as needed through the year to support individual assessment efforts (e.g., methods, rubrics, benchmarks, data analysis, and reporting). The Core Curriculum assessment reports and appendices (individual areas and as a whole) are archived on DUNE. The CAS college

assessment report is available on the V Drive (Shared Docs) for reference and Associate Dean Keirstead reported out at the All-CAS Day in August.

❖ *College of Dental Medicine (CDM)*

Assessment of student learning is a priority in CDM as we continue to refine and improve our assessment process. Several of the action items noted in last year's report were implemented during AY 2018-2019 and are ongoing:

- In spring 2017 we implemented the Clinical Care Feedback (CCF) form and associated reports in axiUm to provide students with formative faculty feedback around key competency domains (communication, professionalism, procedure quality, etc.) on a daily basis. In our 2017-2018 assessment report we noted that the CCF was an area we wanted to improve and we began work immediately. A modified CCF form utilizing an Independence Scale based on the Ottawa Clinic Assessment tool was implemented at the start of this academic year (finalized spring 2019; implemented summer 2019). The Student Progress Review was subsequently modified to align with the revisions (implemented summer 2019). We continually communicate to our faculty the importance of documenting feedback to students each clinic session. At the CDM Faculty and Professional Staff retreat on October 5, 2018, one of our Group Practice Leaders provided a faculty development session emphasizing the importance of giving students effective feedback. The CDM Faculty Assembly is currently addressing the need for faculty calibration around clinical assessment.
- In fall 2018 and spring 2019, we conducted a comprehensive review of our Clinical Skills Assessment (CSA) rubrics. Group Practice Leaders and content experts met regularly to discuss each rubric and make recommendations for revisions. The recommendations were compiled and finalized by the CDM Academic Affairs team. The revised rubrics and evaluation forms were implemented at the start of this academic year (developed fall 2018 and spring 2019; implemented summer 2019).
- We changed the timing of the Pediatric Stainless Steel Crown CSA to December of the D3 year in response to concerns that the first-time pass rates were too low (<75%). The first-time pass rate for the Class of 2020 was 54/62 (87.10%) which is in line with what we would expect a first-time pass rate on a CSA for this simulated procedure to be. In the area of Pediatric clinical competency, we recommended a curricular revision to incorporate an additional CSA that will be implemented this fall for the Class of 2021.
- We revised our Comprehensive Treatment Planning CSA in response to concerns that the first-time pass rates of 100% was too high. The first-time pass rate for the Class of 2020 was 53/62 (85.48%), which is in line with what we would expect a first-time pass rate on a CSA for this standardized case to be.
- We implemented Letters of Commendation to recognize exemplary student performance in each of our courses and encourage students to perform better (developed summer 2018; implemented each semester AY2018-2019).
- We recommended to Dean Ryder that we change the membership of our CDM Assessment and Outcomes Committee (AOC) to include our Faculty Leaders and the Chair of our Continuous Quality Improvement Subcommittee. This change was done to improve communication with course directors and help to better “close the loop” on our

assessment process (implemented AY2019-2020).

- To improve feedback to our faculty, we completely revised our course and instructor evaluation process through an extensive review of the literature and validated instruments (developed summer 2018; implemented fall 2018).
- A Biomedical Sciences Integration Taskforce has been continually working to review and revise the biomedical sciences curriculum to condense and re-sequence content in preparation for the new Integrated National Board Dental Examination (INBDE) that our Class of 2022 will challenge in their fourth year. Modifications are being made to assessments to better prepare students for the question style of the INBDE. We are creating and incorporating Dentally Relevant Integrated Learning Series (DRILS) activities into the biomedical science courses to help students see the dental relevance of biomedical science topics early in their learning.

The CDM continues to make a concerted effort to improve assessment of student learning, communication of assessment results, and mechanisms for “closing the loop” on assessment through data-driven plans of action. We anticipate continued focus on the following areas over the next few years:

- Revision of the pre-clinical simulation curriculum with a modified assessment process. A Simulation Taskforce is currently in place and they have begun submitting their recommendations to the CDM Academic Affairs Committee for consideration;
- Better tracking and monitoring of patient care experiences for each student;
- Establishment of benchmarks for pass rates (for both first attempts and repeat attempts) for Simulation Skills Assessments (SSAs) and Clinical Skills Assessments (CSAs);
- More involvement of the CDM Assessment and Outcomes Committee (AOC) in communicating internally to promote continuous curricular evaluation and improvement;
- Development of progression assessments for dental students at the end of the first, second, and third academic year;
- Implementation of comprehensive case documentations to improve student reflection and self-assessment in the third and fourth year.

❖ *College of Graduate and Professional Studies (CGPS)*

This year CGPS’s collaborative, cross-program Assessment Working Group continued to provide valuable insight into our faculty and curricular effectiveness in facilitating student learning mastery, as well as into the effectiveness of our collective assessment processes. The Working Group brings together faculty from each of the academic programs to collectively develop assessment plans, collect assessment data, analyze those data, and then discuss potential action items arising from the data analyses. Working Group members who have more assessment experience and insight mentor faculty new to assessment, increasing the overall expertise and sophistication of the College.

One additional benefit of the Assessment Working Group’s collaborative structure is the ability and opportunity to share the programs’ experiences and strategies meeting the standards of the programs’ external accreditors. Each accreditor has a different focus and preferred methodology

for collecting and reporting student learning and related data, and the diversity of approaches infuses all of CGPS programs' assessment efforts.

Last year's assessment efforts focused on student mastery of program competencies in the programs' introductory courses that "roll up" into the four CGPS Academic Core Values: Critical and Innovative Thinking; Oral and/or Written Communication; Ethical Reasoning and Practice; and Application of Scholarship and Research. Assessing student learning at this early stage of their academic career helps to inform the programs' efforts to lay a solid foundation with these competencies that will support the students' learning throughout their program.

This year's assessment efforts examined the success of those introductory courses to facilitate the transfer of knowledge, skills, and abilities from the early courses into their later, more advanced courses near the end of their programs. By focusing on the program competencies that roll into the Academic Core Values, this year's assessments gauged not only students' discipline-based knowledge, but also their habits of mind and professional competencies as they neared graduation.

Students in all CGPS programs met or exceeded at least one of the assessed benchmark indicators of competency mastery. This is a testament to the teamwork and partnership between program leadership, teaching faculty, instructional designers, and the student support team to identify challenges to learning and address them to provide every student with the highest quality of educational experience possible.

While student success is generally high across all programs, assessment efforts continue to identify specific areas that require further attention, either because of omissions in the assessment structure (i.e., a lack of direct assessments for a particular student learning outcome or Academic Core Value) or because of lower than expected student performance (i.e., students not meeting benchmark targets in certain courses). Both findings indicate that CGPS programs' assessment processes are robust and are functioning as desired: highlighting student successes as well as challenges.

❖ *College of Osteopathic Medicine (COM)*

UNE COM has noted several strengths in student performance. Our students continue to exceed the national mean on COMLEX Level 1 and Level 2 CE. Our ultimate residency match rate this year was 99.4%, which included the National Resident Matching Program[®] (NRMP[®]), the American Osteopathic Association[®] (AOA[®]), and the Supplemental Offer and Acceptance Program[®] (SOAP[®]) match mechanisms. The mean scores of our graduates also continue to be above the mean for COMLEX Level 3 relative to graduates of other colleges of osteopathic medicine.

We have focused on a number of issues that require our special attention. We have identified a need improve student advising and coaching to implement strategies to improve success in the NRMP. We also need to increase support for students' passage rate of COMLEX Level 1 & 2 PE due to its critical role in residency placement. While having our mean scores exceed national norms, a more critical statistics for residency placement is whether or not a student passes. Finally we have noted that our graduates need to be ready for residency and will continue to work towards implementation. We also determined the need to implement, in the near future, competency-based

assessment of the Association of American Medical College and the American Association of Colleges of Osteopathic Medicine [Core Entrustable Professional Activities](#) (EPAs) for Entering Residency (see also the [handbook](#)).

Since we require year two students to pass COMLEX Level 1 to begin clerkships, we also require students to score 500 on a COMSAE prior to taking the COMLEX-Level 1 exam. Furthermore, there is stronger correlation between the scores on a proctored and timed COMSAE and the COMLEX I, than an un-proctored COMSAE. So in AY 2019, we provided five opportunities for students of the class of 2021 to take a four-hour faculty-proctored and timed COMSAE.

We also increased the number of study weeks dedicated to COMLEX, but were still met with complaints of insufficient time from students. We continue to explore other options for the curriculum to accommodate board taking and score release dates such that passing grades for year 2 students are received prior to July 1 when the third year begins.

We have observed a decrease in pass rates in the COMLEX Level 2 PE last year (we require a pass COMLEX 2 CE and COMLEX 2 PE for graduation). For that reason, we instituted practice exams for students in the Class of 2020 (year 4) and Class of 2021 (rising year 3). These are 4 hour exams with standardized patients and faculty proctors.

Attendance is required of many classes in the pre-clinical curriculum: a mandatory class attendance policy with quizzes for the year 2 (Class of 2021) Osteopathic Medical Knowledge course (OMK2). Although we had a significant increase in exam pass rates and scores, course attendance policies generated extremely negative feedback from students. As a result, in AY 2019-20 the OMK 2 course will not have mandatory attendance or quizzes during lectures.

Regarding fourth year student rotations and applications to residency, we have identified issues with the manner in which UNE codes the COM student transcripts. COM students need to send transcripts to potential fourth year clerkship sites via Visiting Student Learning Opportunities (VSLO) and for residency applications via the NRMP. UNE's Banner system is set up so the transcript indicates courses which are included in the GPA calculation with an "I". This system is not used in medical education and is often mistaken as an "incomplete" by VSLO and NRMP. Thus, this system negatively impacts our students as they apply for rotations and interviews. We have worked with the Registrar, but have been unsuccessful in finding a work-around.

We have a number of initiatives for the future of assessment at UNE COM:

1. The Department of Clinical Education administered a Medical Student Clinical Advising program, which provided longitudinal academic and career counseling to UNE COM students while they complete clinical rotations. The program provided one-on-one advising sessions to all third-year students with two, face-to-face, one-hour sessions, while students were embedded in a core clinical campus. The initial phase of this program assisted students as they proceeded through the standard core clerkship curriculum. Counseling continued as students navigated the residency application process by providing specialty topic webinars, additional one-on-one coaching, and

- general coaching for key residency application processes. We will continue to improve and hopefully expand this program.
2. We continue to explore other options for the curriculum to accommodate board taking and score release dates such that passing grades for year 2 students are received prior to July 1 when the clerkship years begin.
 3. We continue to incorporate the Core Entrustable Professional Activities for Entering Residency as a competency framework for assessment and curricular revisions. In spring 2018, we developed and administered a two-day pilot “gateway” assessment to 13 volunteer medical students at the end of their 3rd year. We learned of gaps in medical students’ skills, which presented the impetus to further refining our benchmarks and assessment strategies (see below). We also determined that we will need to revise grading rubrics and faculty training. We have advanced these efforts in several ways.
 - a. The Department of Clinical Education has sponsored two on-campus Caucus events, which hosted invited representative clinical faculty and student coordinators from core clinical campuses. The principal meetings also provided a network mechanism to ensure standardization of learning activities across the geographically diverse clinical campus system. These Fall and Spring Caucus events provided faculty development topics, such as developing utilization recommendations for the assessment of EPAs in medical students. One activity comprised a half-day consensus process that included on-campus, pre-clinical faculty as well. During the consensus process benchmarks for entrustability levels were set for critical points in the curriculum.
 - b. A faculty and staff retreat was held two weeks after the caucus consensus event. The purpose of the retreat was to determine when and how the final entrustment decisions would be made. By consensus, it was agreed that the final decisions would be made at the end of the third year by a specially constituted assessment committee with various internal and external representatives. Clerkship sites would submit their 360-degree evaluations to this assessment committee. The nature of the data collected would be determined by the particular EPA.
 - c. We are evaluating rubrics, policies and digital support systems to track student data for longitudinal and summary competency assessments.

UNE COM leadership, faculty, and professional staff are aggressively proactive in assessment and student success. Therefore, we feel that our assessment process is robust. We have multiple groups acting both independently and in concert to further student success through proper assessment. These include the Curriculum Advisory Committee, the Student Assessment and Evaluation Subcommittee, the Dean’s Leadership Team, and the faculty and staff associated with the Department of Academic Affairs and Clinical Affairs. In addition we have a task force representing faculty input from regional clinical campuses focused on assessment in the clerkships modeled around the EPAs.

One of our major challenges is that UNE’s digital platform does not support the multiple assessments we currently use, nor does it easily interface with external systems. This problem is going to become worse as we try to stay current with our peers and move forward with the national developments in EPA assessments. We will need a digital platform that can acquire multiple

assessments, and can interface with external systems with regards to output and input. Half of the college curriculum occurs at our clinical campuses and this amount of time will increase in the next few years as we strive to meet the changes occurring nationally in medical education. To maintain standardization of training and education across all clinical campuses, UNE COM needs to invest in systems that can interface with hospital systems.

❖ *College of Pharmacy (COP)*

The program gathered data for the Overall Evaluation Plan for the fourth year in a row, although data collection from last academic year is still not complete. Since the data collection is not complete, the Assessment and Evaluation (A&E) Committee has not yet reviewed the results.

The Student Learning Outcomes assessment plan is being evaluated for the second time. Similar to the Overall Evaluation Plan, data are still being collected from last academic year. Many changes to the plan will be needed, as a result of collecting data for the first time, as it relates to the second-year of the curriculum. A co-curricular plan, which was approved in 2017, was fully implemented in AY 2018-19.

For the new curriculum, standardized rubrics were again employed in the Integrated Group Learning and Abilities Lab sequences.

During summer 2019, the college participated in three national surveys – American Association of Colleges of Pharmacy (AACCP) Curriculum Quality Surveys for graduating students, faculty, and alumni – that provide data to assess COP’s effectiveness.

❖ *Westbrook College of Health Professions (WCHP)*

WCHP continues to actively participate in the work of the UAC. Dr. Karen Pardue (Dean) and Dr. Adrienne McAuley, Associate Clinical Professor, Department of Physical Therapy provide representation for the College.

The WCHP Program Director 2018-19 winter retreat dedicated time examining practices surrounding assessment and educational effectiveness. Jennifer Mandel, PhD, Associate Director of Assessment, led a 2-hour session exploring the state of assessment at UNE/WCHP. This was particularly beneficial to the College as three new Program Directors were recently hired. Dr. Mandel led the group in examining in-depth the department level student learning outcomes (SLO) report process, and provided opportunity for Program Directors to offer examples and critique the expression of SLOs. The session then highlighted the UAC’s process, including the creation of the College level report and subsequent University report. Dr. Mandel reviewed the findings of the 2017-2018 University report, and Programs Directors discussed the recommendations and how those might apply at a unit level. Finally, the university Program Review process was reviewed, with a special emphasis on expectations for reports from accredited programs.

Program Directors spent additional time in 2018-19 augmenting the use of ExamSoft® for course-level examinations, rendering robust item analysis and unit-level assessment data. An ExamSoft® users group was created, and this task force was supported with input from CETL. WCHP faculty member, Adrienne McAuley, attended the ExamSoft® Educational Assessment Conference in

Montréal, Canada in June 2019. Dental hygiene is embarking on the integration of ExamSoft® in the next academic year. Select programs continue to use Typhon software as a useful tool for curriculum mapping and tracking of student competency attainment in experiential learning (e.g. clinical/field work/internships).

The Master's in Occupational Therapy program, under the leadership of Dr. Kris Winston, finalized major curricular revisions and submitted their proposal to Accreditation Council for Occupational Therapy (ACOTE). The updated curriculum received ACOTE approval, and is set to be implemented in May, 2019 with the admission of the next MS OT cohort.

WCHP participated in numerous accreditation activities during academic year 2018-2019. The Applied Exercise Science (AES) Program engaged in an inaugural Commission on Accreditation in Health Education Programs (CAAHEP) accreditation visit on November 13, 2018. CAAHEP subsequently awarded 5 years of accreditation (through 2024). The UNE AES program is one of only four exercise science programs in New England, earning both CAAHEP accreditation and endorsement from the National Strength and Conditioning Education Recognition program. This is a significant and distinguishing achievement for the program.

The Athletic Training program hosted an institutional re-accreditation site visit by Commission on Accreditation for Athletic Training Education (CAATE) in February, 2019. CAATE subsequently awarded 5 years of re-accreditation as a result of this self-study and site visit.

❖ *Division of Student Affairs*

Throughout AY 2018-2019, the Division of Student Affairs continued to make significant strides in developing and assessing the efficacy of student learning outcomes for a continually expanding number of programs and services. Over the course of the past year, the number of annual assessment reports submitted by offices and programs within the division almost doubled in number with student learning outcomes being developed and measured in four new areas, including Lifeguard In-Service Trainings, Club and Organization Office Trainings, Outdoor Recreation Trip Leader Training, and the Waves of Wellness Assessment.

This expansion of assessment activities has placed some well-deserved attention on divisional assessment activities resulting in the creation of a divisional assessment committee that has representation from both campuses and representatives for most departments in the division. The committee is responsible for providing guidance, support, and feedback for the annual student learning outcomes assessment, reviewing and presenting annual data from key Student Affairs assessments, and leading the division in one of the strategic priorities identified in the strategic planning process. This strategic priority is to design and implement a comprehensive division assessment plan, calendar, and dashboard to measure divisional success and student learning, and inform practices through data-driven decision-making. Currently, the committee has created an annual assessment calendar that is awaiting review and has begun to review data dashboard models that might inform the creation of one for the division.

Finally, in spring of 2019 the Division of Student Affairs participated in the NASPA P.R.A.C.T.I.C.E.S. self-assessment. The division gathered perspectives and feedback from campus members about eight areas critical to our work: student affairs policies, resources,

alignment and partnerships with academic affairs, technology, inclusion, community, evidence-based practices, and student success efforts. This assessment benchmarks UNE with other divisions of Student Affairs and best practices in the identified domains. The division has now received the results that identified areas of strength and areas needing further review and the division's assessment committee is reviewing those findings and preparing an executive summary and presentation to share with the division and University colleagues in the spring of 2020.

✧ *Library Services*

The second year of the New Models Library Services Reorganization, the team-based organizational structure of the Library, is still being assessed. Each staff member provided written feedback to questions on the new structure in their annual performance reviews. Each of the seventeen cross-functional teams, including Research and Teaching, Resource Management, and Learning Spaces, performed self-assessment reports. Results are used to steer changes and improvements to the Library organization. And, results are used to improve services to the UNE community.

Cost-per-use of electronic resources is calculated annually to aid decisions for additions or cancellations to Library collections. Digital Resources professional staff and Research & Teaching Librarians evaluate the relevance, availability, and cost of requested e-resources. The Library budget has allowed the maintenance of existing collections that meet cost-per-use criteria, and the addition of e-resources. Interlibrary Loan professional staff continually review journal titles that patrons request to provide statistics for potential purchase of titles. Periodically, journal title subscriptions are dropped if use does not warrant keeping them, and some titles have been added upon request and available budget. This is a particularly strong and effective means of continually assessing the return-on-investment (ROI) of the Library's e-resources budget. Also, assessment provides a means to keep a dynamic collection of e-resources that reflect the needs of the UNE community.

Research & Teaching Librarians continually assess student learning outcomes. Examples include:

1. User Instruction: BIO104 refinement of "The Temperate Forest of New England Species Report," a.k.a. "Critter on a Card," Library Lab assignment, particularly in terms of evaluating scientific information. Research & Teaching Librarians continue to partner with BIO104 lab instructors to integrate innovative teaching methods that improve student learning outcomes and information literacy skills. Evaluation of student papers indicated students can locate reliable or peer-reviewed information, however, teaching of citation formatting skills needs to be addressed and revised.
2. User Instruction: Special Collections Librarians teach undergraduate classes in the archives and ask professors to provide feedback from their students about aspects of the archival visits that were helpful to their projects, to their larger sense of what is available to them, and what could be improved.
3. Virtual Reality: Pre-test/post-test assessment of UNECOM first- and second-year students and health care students continues for "Empathy Learned through an Extended Medical Education Virtual Reality Project." Virtual Reality (VR) software still has the potential to be used by a variety of future health care providers. Embodied Labs continues to add VR modules and UNE Library Services continues to partner with

UNECOM Geriatrics Medicine Department and other UNE departments that are interested in using these VR experiences in their curricula. This was the third year for the National Network of Libraries of Medicine, New England Region (NNLM NER) technology grant at UNE. The grant cycle is from May 1, 2018 through April 30, 2019. The grant has been funded for a fourth year, from May 1, 2019 through April 30, 2020. Pre-assessment and post-assessment tests indicate that most first-year COM students feel that they are more empathetic to older adults who experience certain medical/health conditions.

APPENDIX B: TABLES OF ASSESSMENT DATA

Table 1: Number of Student Support Services Reports Received

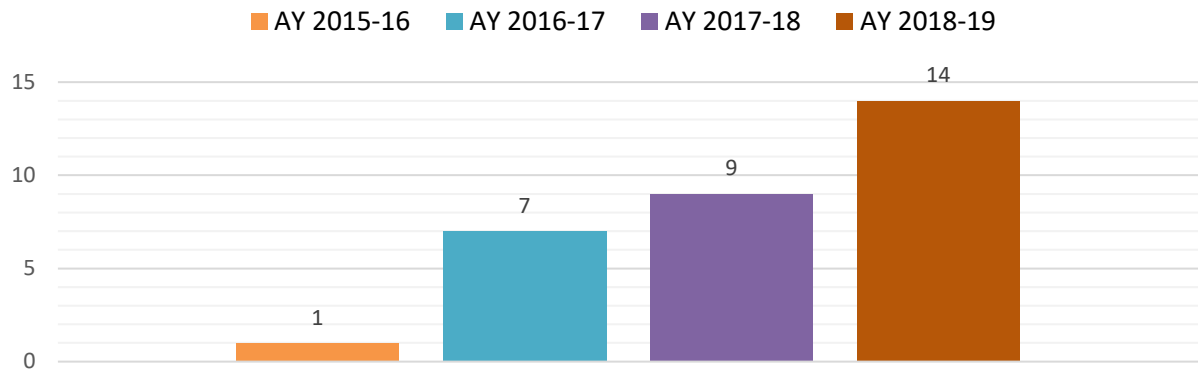
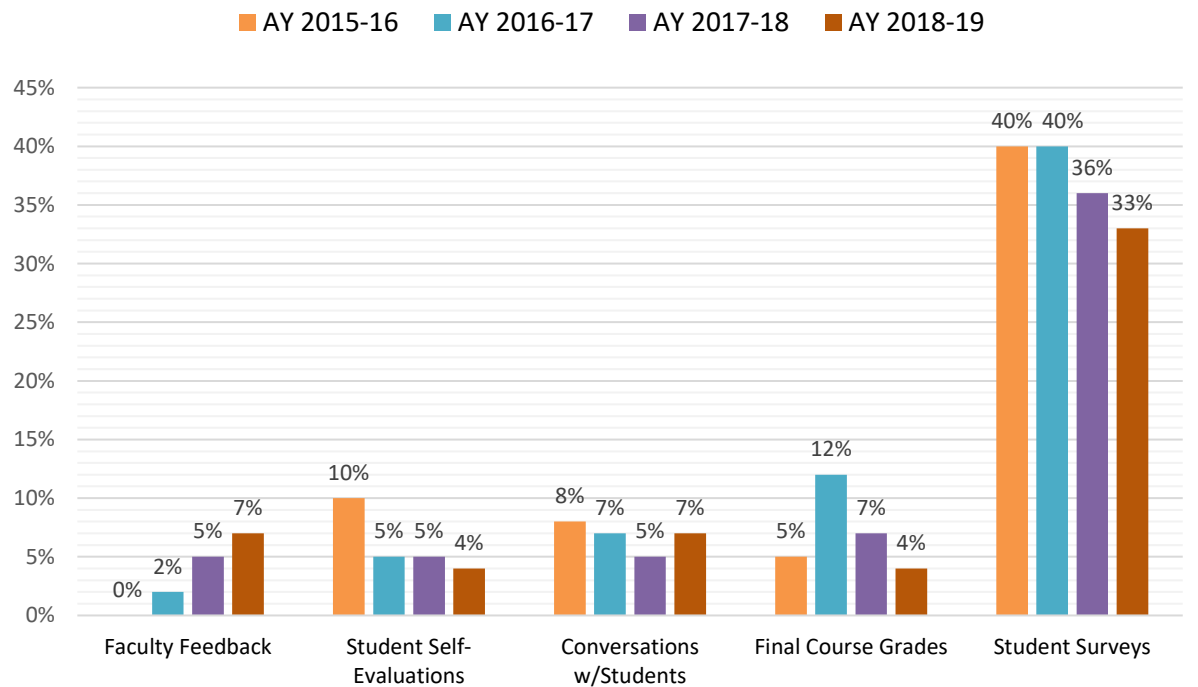
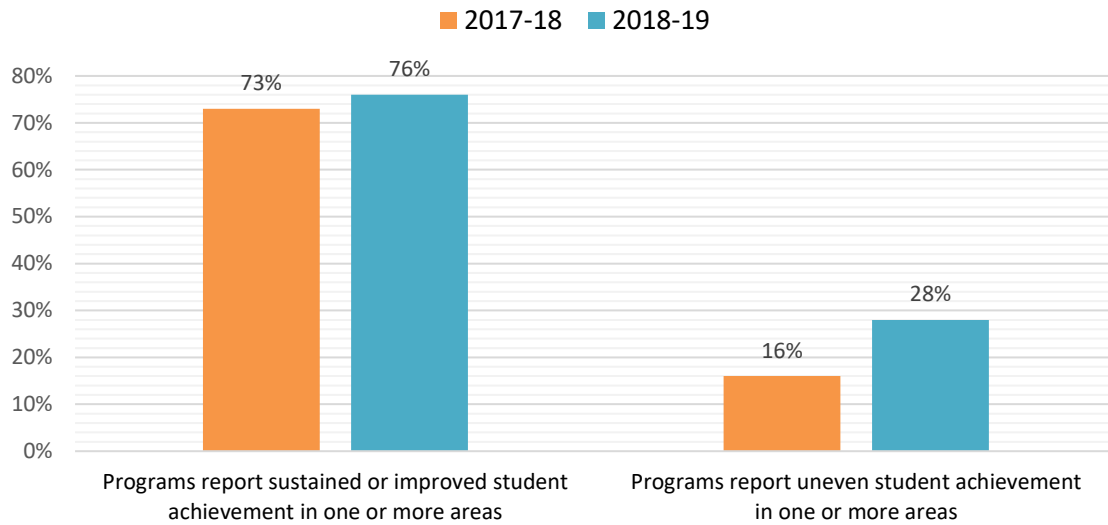


Table 2: Percent of Programs Reporting Indirect Measures Used



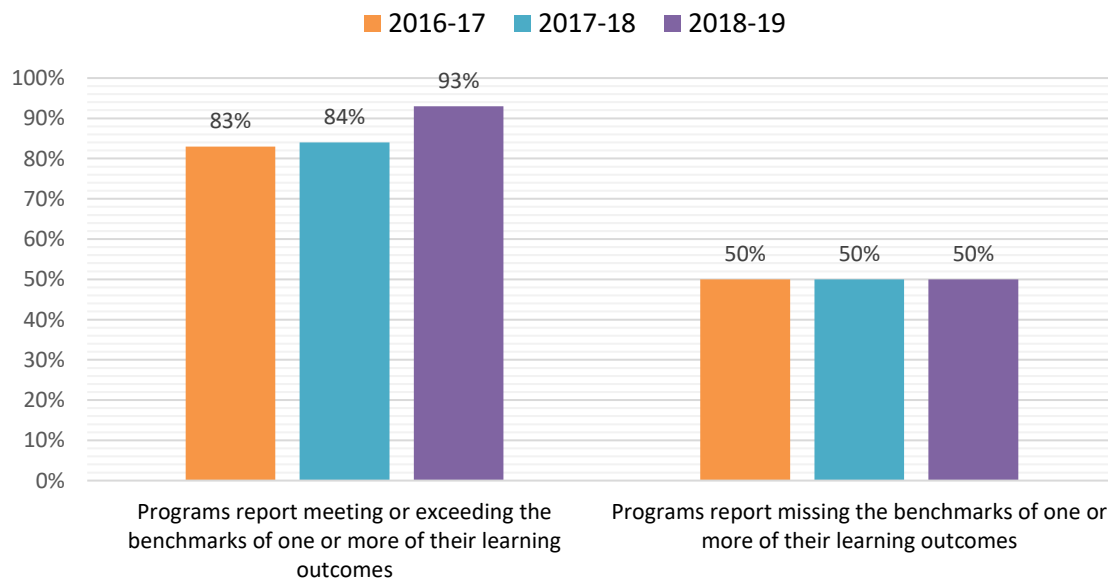
Other indirect measures in the AY 2018-19 program reports include: graduate placements; patient care logs; and skills inventories.

Table 3: Percent of Programs Reporting Observed Changes in Student Learning Due to Actions Taken in Prior Year(s)



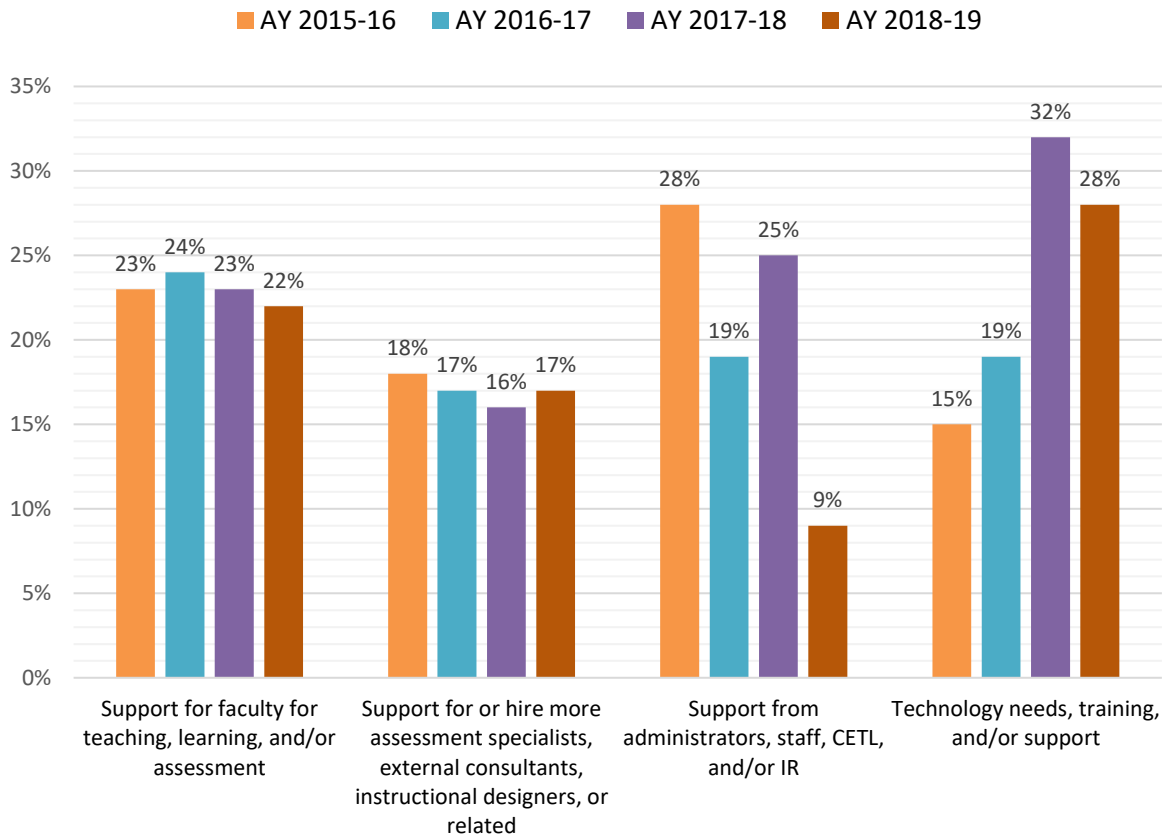
The UAC first added this question to the 2017-18 annual report form. Several programs reported responses in both categories. They saw sustained or improved student achievement in one or more areas, but not in other(s).

Table 4: Percent of Programs Reporting Results of their Assessment Data in the Reporting Academic Year



Several programs reported responses in both categories. They met a benchmark of at least one outcome, but missed a benchmark of at least one outcome.

Table 5: Percent of Programs Reporting Assistance, Guidance, and Resources Needed for Assessment



Other responses in the AY 2018-19 program reports include: hire more full-time faculty; offer more support for student research; provide more class/lab space; develop a better way of collecting and analyzing data; and collaborate with peers.

APPENDIX C: UPDATE ON THREE-YEAR NEW PROGRAM REVIEWS AND PERIODIC PROGRAM REVIEWS

Three-Year New Program Reviews

Beginning in Spring 2019, the Office of the Provost implemented a three-year review of all newly developed programs (including undergraduate majors and minors and graduate programs). As described in the revised [*New Program Development Procedures*](#) (click on file in left sidebar), after their third full year in the catalog, new programs will undertake an evaluation, following the format of their feasibility study, comparing the data and projections in the original study and the related Statement of Activities Pro Forma to the actual data and findings in the three-year period. Essentially, the review needs to evaluate the extent to which the new program has met its proposed benchmarks and address plans for the ensuing years (see p. 12 of the procedures handbook for more information).

In AY 2019-20, the following programs are conducting a three-year review: CAS's Marine Entrepreneurship; and WCHP's Nutrition and Social Work. WCHP's Public Health completed the three-year review in August 2019. In AY 2020-21, the following programs are scheduled to complete a three-year review: CAS's Anthropology; Health, Medicine, and Society; and Sustainability and Business; CGPS's Applied Nutrition and Health Informatics; and WCHP's Athletic Training.

Periodic Program Reviews

In response to feedback, the Office of the Provost has changed the [funding model](#) for external reviewers in a periodic program review. The Provost's office has raised the honorarium for external reviewers from \$500 to \$1000, and has established a maximum \$1000 reimbursement for reasonable travel expenses, including mileage, meals, and hotel stay. The Deans must add the expenses, based on the number of program reviews that will be conducted in their college in the upcoming fiscal year, to their annual budget request. The college and department will incur the costs associated with the external review, but can make special requests for support to the Provost's office as necessary. Now that the UAC notifies the Deans in January of the programs reviews in their college in the next academic year, they have time to make the budgetary request.

In AY 2019-20, the following programs are conducting an internal review: CAS's Business (Business Administration, Sport & Recreation Management, and all related minors), Chemistry and Physics, English, and Psychology (includes Animal Behavior and Neuroscience); CGPS's Education (specifically EdD) and Public Health; and COP's Pharmacy.

This January 2020, the following programs will receive advance notification before their AY 2020-21 scheduled program reviews: CAS's Business (Communications), Education, Environmental Science and Environmental Studies, Latin American Studies, and Women's and Gender Studies; CGPS's Applied Nutrition and Health Informatics; and WCHP's Exercise and Sport Performance

(includes Athletic Training, Applied Exercise Science, and Coaching). Please see the [program review schedule](#) for more details (click on “Program Review Schedule” in left sidebar).



INNOVATION FOR A HEALTHIER PLANET